



# The Script for Academic Affairs

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### **NEW PROGRAM UPDATES**

#### **ENGINEERING SCIENCE**

Sixteen students (12 full-time, 1 part-time, and 3 high school) student enrolled in our Introduction to Physics & Engineering course last year and eighteen student (17 full-time and 1 high school) enrolled this year.

Metallurg Vanadium Corporation in Cambridge has hired one of our second year students as an intern and has awarded a renewable scholarship to one of our first year students.

Our second year student recently presented their preliminary designs for a fall-detection device to Resource Systems in New Concord.

We hired Sandra Soto-Caban to represent the electrical engineering perspective of the program and have recently hired Dr. Emre Selvi to represent the mechanical perspective.

The course assessment infrastructure that will be needed for eventual ABET accreditation taking shape.

#### **DIGITAL MEDIA DESIGN**

The Digital Media Design major continues to grow and develop as we conclude its second year. Currently, 20 students have declared the major and several students have expressed interest and enrolled in core classes, but have not yet officially declared. Enrollment numbers in upper-level core classes have begun to increase as a pool of students meeting prerequisite requirements has emerged. Four Digital Media Design majors are expected to fulfill their requirements and graduate in Spring 2009.

Plans are underway to alter prerequisite requirements for DMD 300 (Visual Communication) so that non-majors will have better opportunity to enroll in the course. This should create more interest in the major while allowing for more students to learn about designing and interpreting visual messages, as well as gaining basic Web design skills. Other curricular considerations in the works include a course designed to coincide with the internship experiences required of DMD majors.

DMD students have been able to offer their talents to a variety of campus clients, such as designing promotional materials for campus organizations and events, and assisting faculty in creating professional Web sites. DMD interns have worked for broadcast facilities and graphic design firms, and have lent their unique talents to a variety of other businesses and organizations to provide marketing, Web, and multimedia support. Continued emphasis will be placed on finding opportunities for majors to acquire internships in New Concord and the surrounding area so as to serve the local communities while increasing awareness of the program in Southeast Ohio demonstrating the talents of Muskingum College Digital Media Design students.

## NEW PROGRAM UPDATES CONT'D

### **NURSING**

Both the Ohio Board of Nursing and the Ohio Board of Regents have approved our proposals to offer the Bachelor of Science in Nursing Program (BSN). The BSN Program is designed to have two tracks to meet the needs of the lifelong learner. The Pre-Licensure track prepares the learner to become a professional nurse with a baccalaureate degree. Upon graduation the learner is eligible to take the National Council Licensing Exam (NCLEX-RN) to become a registered nurse.

The RN to BSN Post-Licensure track is designed for the registered nurse (RN) who has received a diploma in nursing or an Associate of Science degree with a major in nursing. Upon graduation, the RN learner will receive the baccalaureate degree in nursing.

We currently have 30-35 students who should make application to the Nursing program. This application process begins this Spring for the Fall of 2009. Two Nursing Faculty positions have been advertised.

## FACULTY IN PRINT

Giffen, Heather; **Kerrigan, William**; Worbs, Ryan. *Muskingum College: The Campus History Series*, Arcadia Publishing. 2009.

**Phillips, Deborah** and Wilson, Vicki. *Gambling and Gender: Men and Women at Play*. New York: Peter Lang. 2009.

Higgins, G.E., Ricketts, M.L., and **Vegh, D.** "The role of self-control in college student's perceived risk and fear of online victimization." *American Journal of Criminal Justice*, 33 (2), 223-233.

**Wagner, Vivian.** "A Brief History of Hungarian Food." *Kenyon Review* Online. Fall 2008. [<http://www.kenyonreview.org/kro/wagner.php>]

"College Veg Bowl." *Vegetarian Times*. Nov/Dec. 2008. 21.

"Marbles by the Millions." *American Profile*. November 2-8, 2008.

"Bronzing Baby Shoes." *American Profile*. July 27-August 2, 2008. 8.

**ACADEMIC CALENDAR**

February 23	Early Assessment Grades Due to Registrar 09-10 Schedule Posted for Campus Community – Advising Begins
February 24	Faculty Development/Student Success Workshop – 11 a.m. – BSC 336
February 27	09-10 signed Faculty Contracts due to VPAA Muskie Fellow Proposals due to VPAA
March 2-6	Spring Break – No Classes
March 10	2 <sup>nd</sup> Half Classes Begin Division Meetings – 11 a.m. – Location TBA
March 13	Sabbatical eligibility notice to Faculty by VPAA Faculty Development Grant Proposals due to VPAA
March 16	Add/Drop Ends for 2 <sup>nd</sup> Half Classes
March 17	Faculty Meeting – 11 a.m. – BSC 336
March 21	MAP Spring I Classes End
March 23	Registration for Fall 09 Begins MAP Spring II Classes Begin
March 30	Last Day to Withdraw from Full Semester Courses
March 31	Faculty Forum - TBA
April 3	Scholarship Recognition Day Program
April 3-5	Parents' Weekend
April 7	Division Meetings – 11 a.m. – Location TBA
April 9-10	Easter Holiday – No Classes
April 17-18	Board of Trustees' Meeting – <i>Tenure and Promotion decisions</i>
April 21	Faculty Meeting – 11 a.m. – BSC 336
April 28	Faculty Forum - TBA
April 29	Classes End
April 30	Study Day – No Classes
May 1-7	Final Exams (excluding May 2 & 3)

## POSTSCRIPT

Recently, I asked department chairs to discuss with faculty the concept of learning objectives and the place of these objectives in course syllabi. As a way of encouraging this discussion on the departmental level, I want to offer here a few questions that appear in the format of the Higher Learning Commission's Academic Quality Improvement Program (AQUIP) web page.

It may be helpful for us to consider questions like these as we begin to consider seriously how courses design and course syllabi can influence the quality of learning in our classes.

Here, from AQUIP's "Expectations on Assessing Student Learning," are a few questions that may provide a basis for departmental discussions:

*What common student learning objectives do you hold for all students (regardless of their status or program of study), and what pattern of knowledge and skills do you expect them to possess upon completion of their general and specialized studies?*

*By what means do you ensure that student learning expectations, practices, and development objectives align with your mission, vision, and philosophy?*

*How do you determine your common student learning objectives as well as specific program learning objectives? Who is involved in setting these objectives?*

*How do you determine and document effective teaching and learning? How are these expectations communicated across the institution?*

*How do you determine the processes for student assessment?*

*What are your results for common student learning objectives as well as specific program learning objectives?*

And, finally, here is a key AQUIP statement about the importance of driving assessment processes down to the course level:

*The expectations that you hold for students must be applied, in practice, rigorously and equitably in order for your students and the degrees they earn to maintain the respect and the value they deserve. Carrying the same degree of quality assurance down to the course level will help ensure the quality of programs, and will make it easier to diagnose and address quality problems if and when they occur.*

*Paul*

VPAA Webpage (Hold Ctrl and Click on link):

[www.muskingum.edu/home/academicaffairs/index.html](http://www.muskingum.edu/home/academicaffairs/index.html)